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ABSTRACT

Guidelines for institutional leaders as they develop policy regarding international educational exchange for their colleges and universities and community programs are presented. These standards or principles of effective practice, which will form the basis of a program of self-regulation and will promote self-evaluation and improvement efforts, were developed by the Task Force on Standards and Responsibilities of the National Association for Foreign Student Affairs. Principles are presented for institutions overall and specifically in regard to the admission of foreign students, English programs and determination of English proficiency, foreign student/scholar services, the provision of community services and programs, and U.S. study abroad. Among the principles for institutions are the following: programs in international educational exchange should be closely related to and consistent with the basic purposes and strengths of the institution; and the institution should acknowledge its responsibility to demonstrate sensitivity to cultural needs--social, religious, dietary, and housing. It is suggested that admissions materials should be sensitive to candidates' unfamiliarity with U.S. education and lack of facility in the English language, and that the foreign admissions process should be conducted by personnel who are trained and competent in the interpretation of foreign educational records. In evaluating English proficiency, both level and field of study should be considered. Principles for the provision of English support courses and intensive English programs for foreign students, and services that are needed for these students within the college and in the community are also identified. A bibliography is appended. (SW)

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NAFSA Principles for International Educational Exchange

National Association for Foreign Student Affairs
1860 19th Street, N.W., Washington, DC 20009
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In early 1980 the National Association for Foreign Student Affairs convened the Task Force on Standards and Responsibilities to address the growing concern that NAFSA and its institutional and individual members had not been active enough in the establishment of useful, recognized standards or principles of effective practice for those involved in the many aspects of international educational interchange. The result of their deliberations was development of a program of self-regulation which will draw on the experience and leadership of the Association and its members, but will also thoroughly involve faculty members, administrators, and others on college campuses who are affiliated with foreign students and scholars.

Embodied within the program of self-regulation is the set of NAFSA Principles for International Educational Exchange printed in this booklet. However, the program is much more than a set of standards--it provides for assessment of strengths and weaknesses in interchange in light of the Principles and permits institutions to plan their programs and/or improve their services on the basis of knowledge gained through this self-study process.

Components of the NAFSA program of self-regulation are:

1. The endorsement by member institutions of the NAFSA Principles of International Educational Exchange.

2. The formulation and publication of a self-study guide and the development of a cadre of consultants who can assist institutions to design, organize, and conduct self-study.

3. The development of professional experience on the NAFSA staff to guide the development of the program, including self-study workshops.

4. The development of a program of voluntary peer visits to complement the self-study process.

5. The development of a working relationship with regional accrediting associations so that where appropriate, the NAFSA peer visit will be concurrent with regional review.

6. The development of a recognition process for institutions that voluntarily conduct self-study processes and place self-study peer visit reports on file with NAFSA.

7. The development of a complaint/referral mechanism which would be guided by advice from legal counsel.

The Board of Directors of the National Association for Foreign Student Affairs endorsed this program of self-regulation, including the NAFSA Principles, in May, 1981.

Principles for Institutions

The movement of students and scholars across community, cultural, geographic, and national boundaries has been recognized for centuries as essential to the discovery of truth, new knowledge, and the means of applying what is learned abroad to human enrichment and progress. In the second half of this century the interchange of students and scholars has grown steadily, become more formalized and an increasing influence upon U.S. higher education and the society as a whole. Indeed, the significance of the interdependence of nations, peoples, and world systems has brought international education into the very mainstream of higher education planning and requirements.

Programs of international educational exchange take many forms and are located in institutions of divergent purposes, sizes, and settings. Regardless of form and content the value of any program can be realized only when a college or university has made a conscious decision to be involved in international educational exchange and has made a commitment of resources commensurate with the nature and scope of that exchange. Such recognition and commitment require adherence to the following institution-wide principles:

1. The institution should have a clearly stated policy, endorsed by the governing board, setting forth the goals and objectives of the international educational exchange program or programs developed by the institution. This policy should be manifest in the institution's planning and budgeting. Personnel and program resources--administrative and academic--should be sufficient to assure that the program can be operated in ways consistent with the principles presented in this document.

2. The executive staff of the institution should discuss with the faculty and administrative staff the implications of the international educational exchange policy for the academic programs and academic staff.

3. Programs in international educational exchange should be closely related to and consistent with the basic purposes and strengths of the institution.

4. Regardless of program size, the institution should acknowledge its responsibility to demonstrate sensitivity to cultural needs--social, religious, dietary, and housing. These factors must be accounted for in the planning and execution of the program.

5. Special services required by involvement in international educational exchange should be performed by personnel who are trained for their particular responsibilities, and institutional policy should ensure that faculty and administrative staff receive appropriate training for the activities they manage.

6. Administrative staff and faculty should seek to develop and maintain respect and sensitivity toward those from different cultures in the execution of their responsibilities for international educational exchange programs.

7. The institution should periodically evaluate programs, policies, and services, in light of established goals, and regularly review those goals.

Principles for the Admission of Foreign Students

Foreign citizens have usually been educated in school systems that vary from those in the United States. As a result, students from other coutries are often unfamiliar with U.S. procedures and terminology. Institutions that admit foreign students must develop a sensitive and flexible admissions policy that reflects an awareness of different academic backgrounds and personal expectations.

To assist institutions in establishing a sound admissions policy and an effective admissions system, criteria for ethical recruitment were developed at a Wingspread colloquium in March 1980. These criteria, known as the "Wingspread Principles," are presented in Foreign Student Recruitment: Realities and Recommendations, and are incorporated in the following principles:

1. The admissions goals and policies for foreign students should be related directly to overall institutional goals and policies and include:
   * The academic characteristics of students to whom admission is offered.
   * The level--graduate or undergraduate--of students sought.
   * Geographical areas to be emphasized or discouraged.
   * The number of students desired (as a proportion of the student body).
   * The extent to which the institution will make financial resources available to foreign students.

2. Admissions materials should be thorough, complete, and clearly written; they should be sensitive to candidates' unfamiliarity with U.S. education and lack of facility in the English language. Care should be taken to include:
   * Detailed information about the admissions requirements and procedures.
   * Candid, pertinent, and current information so that students unfamiliar with United States higher education may make informed academic judgments.
   * Realistic information about full costs of study and living expenses, as well as the availability of financial aid.
   * English language requirements and, if admitted initially for an English language training program, the degree of commitment the institution accepts for subsequent education of the student in another of its academic programs.
   * Specific information about requirements of academic programs.
   * Complete information regarding the conditions of admissions and acceptance, deposits, orientation, and all steps to be followed prior to arrival.

3. Recruitment of foreign students for both academic and English language training programs must be conducted in an ethical, responsible manner.
   * The student's educational goals must be ascertained and a responsible judgment made about whether they can be achieved at the accepting institution.
   * Admissions decisions should be made using complete files including academic documents, English proficiency reports, and other supporting materials.
   * Admissions responsibilities, including issuance of the visa eligibility certificate, should never be delegated to third parties outside the institution.
   * Applicants to an English language

training program must be given full information about the extent of the institution's commitment to admit such applicants subsequently to another of its academic programs or provide assistance in obtaining admission to another institution.

4. The foreign admissions process should be conducted by personnel who are trained and competent in the interpretation of foreign educational records. These duties may be conducted on a full- or part-time basis as required by the size of the effort.
   * At the undergraduate level, foreign student admissions--usually a highly centralized process--should be enhanced by faculty advice.
   * In foreign graduate admissions, where deans' offices and faculty committees often play an important role, the advice and recommendations of admissions staff should be carefully considered in the decision process. The important contribution each individual can bring to the admissions decision should be recognized.
   * Special reference resources should be acquired and new materials acquired as they become available.
   * Admissions personnel should call on the expertise of individuals on the campus, elsewhere, or abroad who can assist in providing sound evaluations.
5. The functions of the admissions office should be coordinated with those units responsible for English language training, academic programs, and student advising services, and there should be regular contact and sharing of information among those responsible for these functions.

6. The institution's foreign student program should be studied periodically in order to formulate any needed adjustments to admissions criteria, procedures and processes:
   * Entering characteristics should be correlated periodically with student retention and other measures of performance.
   * Students should be queried periodically about reactions to admissions materials and procedures.
   * Other campus offices as well as cooperating agencies should be queried about the effectiveness of the admissions materials and procedures.

Principles for English Programs and Determination of English Proficiency

An extremely important factor in determining whether the presence of foreign students at a college or university will be a mutually beneficial experience for the students and the institution is the students' ability to use the English language. A student who cannot communicate adequately with faculty, staff, or fellow students will encounter significant difficulties in carrying out even limited daily activities. Moreover, serious deficiencies in English will hamper a student in pursuing an academic program at any level. For those students serving as graduate teaching assistants, the ability to speak English effectively in a classroom is especially critical.

For these reasons, an institution must carefully evaluate the English proficiency

(overall ability to use the language) of prospective students when they are being considered for admission. In evaluating English proficiency, both level and field of study should be considered, since the most critical question to be answered is how well the student will be able to cope with a specific program at a given institution. Students whose English proficiency seems adequate for a regular academic program often need an English support course or courses in order to function more efficiently in the classroom or to meet an institutional English requirement. Institutions that maintain a policy of admitting foreign students who are qualified academically but who have limited or minimal skills in English must provide half-time or full-time (intensive) programs in English as a second language or refer students to English training programs where they can receive adequate instruction.

In an effort to establish guidelines by which institutions can evaluate their own or other English programs, NAFSA supports the following principles. These standards apply first to the question of determining English language proficiency and then to the training programs themselves. Except where specifically noted, these principles are meant to apply both to academic institutions and to private, proprietary organizations which offer English training programs.

Determining English Proficiency

1. The procedures and criteria established for determining English proficiency should be clearly defined. While these procedures should be uniform and comprehensive, they must take into consideration differences presented by at least three common situations:
   * For students being admitted directly from overseas, English proficiency should be determined on the basis of results from widely accepted tests designed for this purpose.
   * For students who have enrolled in intensive English language programs conducted by the institution to which they are applying, additional information should be sought regarding the students' overall use of English, specific strengths and weaknesses, and motivation for continued improvement. In this regard there should be close communication between the admissions office and the English language program.
   * For students who have been enrolled in intensive English language programs at other institutions or at private language schools, similar information indicating level of English language proficiency should be sought. Admissions personnel should seek the assistance of any specialists in English as a second language at their institutions for guidance in interpreting such information.
2. Institutions should periodically assess their capacity to successfully determine English proficiency of prospective foreign students in light of the students' performance in subsequent academic programs.

English Support Courses

Students with sufficient command of English to begin regular academic work at a college or university frequently require additional training to prepare them for tasks encountered during their program of studies. This training is best provided through English support courses taken in conjunction with regular academic courses in the students' fields. These English courses should address the special needs of students whose

native language is not English. They typically range from courses which are the equivalent of freshman English to advanced courses in technical English for graduate students.

3. After admission, the institution should employ effective procedures to identify those students who require some specialized training in English in light of the specific course of studies to be pursued. Special care should be taken to provide training in oral English skills for foreign graduate students assigned as teaching assistants.

4. Support courses should be designed and taught by individuals with training in the teaching of English as a second language.

Intensive English Programs

The purpose of an intensive English program is to develop and strengthen the English skills of persons whose native language is not English, usually in preparation for pursuing an academic program at the graduate or undergraduate level. Such individuals generally do not have sufficient command of English to begin regular academic work at a college or university. Some programs administered by colleges and universities enroll only students who have received academic admission to the institution but require short-term training, often in the summer. Most programs at academic institutions maintain year-round schedules and enroll people at varying levels of proficiency who intend to enter degree programs at the same or other institutions. Finally, a large number of programs are administered by private organizations. These latter programs, often housed at academic institutions, enroll students who must all continue their academic studies elsewhere. Based on experience from many established programs, it is not unrealistic to expect students who begin at the lowest levels to require a full calendar year to reach levels of proficiency sufficient to begin academic work.

5. Intensive English programs should establish clear goals and objectives for the training they provide. In the most general terms, these goals would be to provide sufficient and appropriate training to enable students to meet test score requirements established by the institutions they plan to attend.

6. In order to achieve these goals, intensive English programs should receive adequate support from their sponsoring institutions. Although no single administrative pattern is required, intensive programs should be sufficiently independent to permit the smooth functioning of all activities and units.

7. The director and core faculty of an intensive English program should have principal commitments to the program. The director should have advanced academic training in the teaching of English as a second language and have teaching and administrative experience, if possible, including overseas experience. Part-time instructors, especially if they are graduate students in a university program, should be taking or have taken graduate work in the teaching of English as a second language.

8. To ensure that students will be adequately prepared for an academic program, the syllabus of an intensive English program should include training in a variety of skills. The most basic are listening (understanding spoken English) and reading (understanding written English). Also of importance for academic work are speaking (in both formal and informal settings) and writing (primarily expository writing needed in most fields of study).

Principles for Foreign Student/Scholar Services

An institution that enrolls foreign students or invites foreign scholars should recognize that individuals from different cultures and educational systems have special needs for advice and assistance. These needs must be met by services that are organized, directed, and funded by the host institution. The scope and level of such services is to some extent dependent on the number of foreign students and scholars. Regardless of their number, however, the presence of foreign students and scholars requires certain basic levels of support which enable them to function successfully in U.S. colleges or universities. The following principles concern the provision of these essential services:

1. The host institution should state clearly its intentions to provide special services for the foreign students and scholars it brings to its campus. These services should include:
   * Advisory and counseling services.
   * Mandated and technical services in compliance with U.S. government regulations.
   * Coordination and liaison with the community.

2. Regardless of the number of foreign students and scholars, the level of funding, or other circumstances, there must be one unit in the host institution that is responsible for coordinating these services, and there should be clear and widely acknowledged designation of responsibility for these services.
   * These duties may require full- or part-time staff, depending upon the size of the clientele. Where possible, it is highly desirable to have a single individual or office designated to provide these advisory services.
   * The staff should be knowledgeable about U.S. immigration law and regulations.

3. The institution should provide ample professional services which are fully accessible to foreign students and scholars. The intention of these services is to assure that maximum benefit is derived from the educational experience. The advisory services must seek to remove impediments and to solve problems on behalf of these individuals.
   * The advisory staff must work closely with other campus and community resources which can be of assistance before arrival and throughout the individual's stay.
   * An orientation program that introduces students to the physical environment, registration procedures, academic policies, housing, counseling and health services, visa requirements and INS regulations, financial matters, and social and intercultural activities should be provided.
   * Advisory services should be provided on an ongoing basis with respect to personal counseling, emergency needs, institutional policies, preparation for departure, and re-entry to home countries upon completion of stay.
   * The advisory staff serve both the institution and the students and scholars it enrolls; they should, therefore, perform an intermediary role and be a channel of communication between those individuals and outside agencies or institutions.
   * The advisory staff should seek to bring an intercultural dimen-

sion to the educational programs of the institution and the general life of the community.
* Advisory services should include academic advising--performed either by faculty members or foreign student advisers.

4. The advisory staff should exercise their duties in an ethical and professional manner. They must:
* Adhere to the regulations of the U.S. government, especially those of the Immigration and Naturalization Service.
* Decline awards and unethical requests for service.

Principles for the Provision of Community Services and Programs

The presence of foreign students and scholars on campus and in the community involves cross-cultural relationships and provides opportunities for increased global awareness. Individual contacts and the sharing of a variety of social and professional activities provide the opportunity for mutual appreciation of different cultural patterns and national aspirations.

Although it may serve a wider constituency at the state or national level, the college or university is an integral part of the community in which it exists. Colleges and universities which enroll foreign students and scholars should make, in cooperation with the community, every effort to assist these students in their adjustment to life in an American community. They may also enhance the education of foreign students and scholars by offering a variety of experiences, both on campus and in the community, which will ensure that optimum benefit is derived from the period of study in the United States.

Institutions should be receptive to approaches from the community and should, if necessary, take the initiative in establishing a relationship with the community (a) to explain the needs of foreign students and scholars, (b) to identify the resources represented by foreign students, and (c) to explore and make full use of the willingness and ability of the community to provide services and programs.

Through the office of the foreign student adviser or its equivalent, institutions should provide assistance, advice, and information as requested by the community for the development of programs and services for foreign students and scholars. These efforts should be evaluated periodically.

Community programs and services should adhere to the following principles:

1. Community groups and organizations should seek to provide programs and services that enhance the experience of the foreign students and scholars while increasing the level of international and intercultural awareness in the community.

2. Community programs and services should be developed in cooperation with the university office that provides on-campus service to foreign students and scholars. Each should be competently designed and conducted and, where possible, coordinated with other community efforts.

3. Community programs must embrace a sensitivity to, and appreciation of,

the religious, cultural, and national backgrounds of foreign participants and a proper regard for confidential personal information that may be offered by foreign and American participants.

4. Community groups and organizations should provide professional training for volunteers and paid staff to ensure that programs are competently administered and community resources effectively used.

5. Community groups and organizations should periodically evaluate their programs, policies, and services in light of their established goals and the changing needs of foreign students and scholars.

Principles for U.S. Study Abroad

One of the most effective ways to increase U.S. understanding of other languages and cultures and to improve our ability to function effectively in this interdependent world is to provide individuals with opportunities to study abroad. By living and studying in another country people learn to live with and appreciate different points of view and gain a more global perspective on life's challenges and opportunities.

The institution that endorses the concept of study abroad should provide some form of basic advisory services. Many opportunities exist for American students interested in studying abroad--sponsored programs of their own institution, programs sponsored cooperatively with other institutions, and hundreds of direct opportunities which may or may not have U.S. institutional sponsorship.

These principles apply to the delivery of advisory services as well as to the direct administration of a study abroad program or co-sponsorship of a program with other institutions.

1. Within the context of its overall international educational objectives, an institution should have a clearly stated policy about its intentions and goals for facilitating study abroad.

Advisory Services for Study Abroad

2. Recognizing that programs and advising may be handled by various people on campus, there should be a central point of access to useful information about overseas opportunities. A library of essential study abroad information materials should be maintained.

3. Faculty and staff members who are responsible for advising should be identified and listed in campus reference literature. These individuals should be given opportunities to develop their abilities to provide sound, knowledgeable, and objective advice about study abroad programs. Important components of advising include the following:
   * Clarifying objectives for wanting to go abroad.
   * Identifying opportunities that are educationally sound and culturally beneficial.
   * Determining the quality, value, and appropriateness of a particular study abroad experience.
   * Coordinating evaluation of students' educational background with admissions personnel of foreign institution.

- Understanding the implications of a particular study abroad experience on graduation requirements, transfer credit, and financial aid.

4. Returning students should be asked to provide evaluations to enable study abroad advisers to determine the usefulness of the program for those students and possible future participants in that program, and to evaluate the usefulness of the advisory services they received before going abroad.

Co-sponsoring Study Abroad Programs Administered by Other Institutions

In order to encourage study abroad or broaden the options readily available to its students, a number of institutions have elected to join consortia or co-sponsor study abroad programs in which another institution handles program administration. A consortium or co-sponsorship arrangement for study abroad should provide opportunities that are consistent with the institution's overall academic objectives, requirements, and standards; the programs should be administered in accordance with the principles for study abroad program administration (see below); and the home campus role in the co-sponsorship should be evaluated periodically by faculty, staff, and students to determine if the objectives are being met.

Administration of Study Abroad Programs

Institutions administer study abroad programs in order to establish direct control over the development and provision of a specific kind of overseas learning experience. Many different kinds of institutions operate programs, including U.S. colleges and universities, foreign universities and companies, and proprietary organizations. The types of programs and amounts of structure and support services vary tremendously. Despite the wide range, all should be administered according to the following principles.

5. The purposes and specific educational objectives of the program should be carefully developed and clearly stated in the program bulletin and promotional materials.

6. Accurate, honest, and complete information should be provided to prospective applicants describing the nature and scope of the program including its opportunities and limitations, how and where instruction will be given, the relationship if any to a foreign institution, grading practices, significant differences between a home campus experience and what can be expected abroad, information about local attitudes and mores, local living conditions, and the extent of responsibility assumed by the program for housing participants.

7. Applicants should be screened to ensure that participants have the maturity, adequate language proficiency, academic background and achievement, and motivation necessary for success in the type of program and place of study.

8. The program should include an orientation, both predeparture and ongoing, which assists participants in making appropriate personal, social, and academic adjustments. Programs maintaining centers abroad should provide counseling and supervisory services at the foreign center, with special attention to the problems peculiar to the location and nature of the program.

9. The program should encourage extensive and effective use of the unique physical, human, and cultural resources of the host environment,

and the academic rigor of the program should be comparable to that at the home campus. There should be clearly defined criteria and policies for judging performance and assigning credit in accordance with prevailing standards and practices at the home institution.

10. Administrative arrangements (such as housing, transportation, and finances) and support services (such as counseling and health services) made both in the U.S. and at the program location abroad should be managed effectively by carefully selected and qualified staff who have both appropriate academic and administrative experience necessary to perform the work.

11. Programs should be evaluated periodically by student participants, program administators, and a faculty advisory committee to determine the extent to which objectives and purposes are being met. Changes should be made in light of the findings.

In preparing the NAFSA Principles for International Educational Exchange the task force drew on a vast array of materials, many of which originated at NAFSA or at other education associations. The publications listed below were used extensively, but this list is far from exhaustive.

Center for Applied Linguistics, Guidelines for Selecting English Language Training Programs. Washington, D.C.: Center for Applied Linguistics, 1978.

Council of Graduate Schools, The Foreign Student in American Graduate Schools. Washington, D.C.: Council of Graduate Schools, 1980.

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Ohio College Association, Code of Ethical Practice for Foreign Student Recruitment and Admissions. Columbus: Ohio College Association, 1979.

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